JALT
The Japan Association of Language Teachers
NEWSLETTER
Vol.III No.4 Y200 April 1, 1979

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re-ports

Boston Hosts TESOL Conference

Tom Robb

Upon arriving in Boston with a fresh 10 cm snowfall at my feet, I felt a little out of place, not having seen a good snowfall in several years. Once at the TESOL convention site in the Sheraton-Boston Hotel, however, I was right at home, the jam-packed, over-heated, stuffy rooms fondly reminding me of the rush-hour trains in good-old Japan. I am told that there were over 2,500 of us there for all or part of the 6 days of the convention, attending over 200 papers or demonstrations, 50 longer workshops or mini-courses, and dozens of special-interest group meetings, symposia and plenary sessions.

Japan was well-represented with at least 12 JALT members present including the three official representatives, Tom Pendergast, David Hough and myself. Four members gave presentations, David Hough on "Realizing EFL goals in Industry," George Pifer on "Japanese Student Expections When Entering EFL Programs in North America," Kenji Kitao on "A Test of American Culture," and yours truly on "Authenticity in Textbook Conversations." Sharon Bode, one of JALT's founders and currently a graduate student at the University of Southern California, gave a 6-hour workshop entitled "Creating Listening Comprehension Materials Based on Natural Texts." The presentation was based on her experiences in developing a new book, *Listening In and Speaking Out* (co-authored with Gary James and Charles Whitley) which is to be published by Longman's in the near future.

It is difficult to make any generalizations about the content of the presentations themselves. You name it, and there was probably at least one presentation about it. Notably absent, however, were sessions about the audio-lingual method. This is not to say that such "new methods" as the Silent Way, CLL, Total Physical Response, OHR, or Suggestopaedia received particular emphasis; there were only a few presentations related in some way to each. Rather, presentations tended to deal with specific aspects of learning or teaching, for example, "Index Card Games for the ESL/EFL Classroom," 'Cultural Bias in Reading Comprehension Tests," "Maria, Pierre & Setsuko: TV News Reporters," "Cohesive Error in the Discourse of Non-Native Speakers" or "Introducing the Present Perfect" to give a somewhat random sampling. There was also quite a number of presentations dealing with bi-lingual education which is now becoming extremely popular in the United States.

One generalization that I can make is that there was a definite trend toward "student-centered" learning which emphasizes interaction among students

in the class, rather than "teacher-centered" methods such as the traditional audio-lingual, direct, or grammar-translation approaches. There was much talk of "humanized" teaching where students are not considered to be only entities to be mechanically crammed with knowledge, but rather as sensitive beings who are more receptive to learning when a warm, personalized environment is created.

The above bias was expressed most elequently by Wilga Rivers in her opening remarks to a plenary session entitled "An Exploration of New Trends in Second Language Teaching: The Silent Way, Suggestopaedia, Counselling Learning-Community Language Learning." She pointed out what these three very different methods have in common:

1) They each involve the whole person - affective, cognitive and physical,
2) They each recognize that learning a second language is essentially a different process than learning one's mother tongue,
3) They all use an inductive approach to the initial encounter with the new language,
4) They are basically non-corrective, giving the student time to respond. Correction is supplied in a supportive way as information, not as reproof,
5) They encourage active use of the new language in communicative situations from the beginning, and
6) They try to create an *esprit de corps*, a community feeling of "all pulling together."

Most importantly, however, she noted that each of these characteristics could (and should) be cultivated by other approaches as well in a normal classroom situation.

In the ensuing individual speeches, Mary Hines of La Guardia Community College, New York, spoke in positive terms about the Silent Way, pointing out that its philosophical basis (particularly the "subordination of teaching to learning") goes back to the tradition of Socrates and Plato. She stated that the Silent Way is "solidly placed in a sound, profound tradition of humanism." While realizing that people have varied opinions about the utility of personal suitability of specific aspects of this method, such as the use of silence or the withholding of approval, she claimed that the Silent Way has made a major contribution by causing us to reexamine our basic premises about how language is, and should be, taught and learned.

Barry Taylor of the University of Pennsylvania praised Counselling Learning-community Language Learning (CL/CLL) for the insights it, too, has given us into the learning process. Although affirming that his own 10-hour CLL session in Japanese had been quite rewarding, he did mention that certain Peace Corps trainees, under immediate pressure to succeed, had felt uncomfortable with CLL and had requested a return to a more traditionally structured approach. He wondered whether average students would be as adept at utilizing their own language learning experience as were the professional language teachers in his own group. He further questioned whether students could maintain their attention during the initial, sometimes long, periods of confusion and whether faster learners would continue to "encourage and support" the slower learners.

Thomas Scovel of the University of Pittsburgh, and now a teacher in Tenjin, China, called for a rigorous assessment of the effectiveness of Suggestopaedia. Suggestopaedia is "an attempt to enhance memory and is not devoted to the far more ambitious and important business of language acquisition." He decried the unproven claims for its effectiveness published in a

U.S. periodical last year and also the "good money" being made in a host of unqualified teachers. He suggested that what is good in Suggestopaedia could be integrated into an eclectic approach not based on the method itself.

As with the proverbial elephant, one's impression of any event as large as the annual TESOL conference depends largely on what part of it you have "felt," Moreover, a description, even if it were more adequate than the meagre discription above, could not substitute for actually being there. Next year's conference is in San Franciso. With sufficient interest we might be able to arrange a charter flight. Any takers?

AFTJ Celebrates 50th Year

Late in 1928, a group of like-minded professors and teachers, including such giants of the field as Dr. Harold Palmer, Sir Vere Redman, Dr. Paul Rusch, Dr. Harold Shinzinger, Professor Austin Medley, and Professor John Owen Clark, met at the Imperial Hotel in Tokyo to discuss the formation of a group of foreign teachers. The idea of such an association seems to have arisen in their minds at the same time, and they agreed at their meeting to form the Association of Foreign Teachers in Japan. The Association's inaugural meeting took place in February, 1929.

The early years of AFTJ were highlighted by the "Nara Spirit," which followed a three-day national conference held at Nara in the spring of 1929. Dr. Shinzinger still going strong at 81, referred to the "Nara Spirit" in his review of the first 25 years of AFTJ at the fiftieth anniversary meeting. This spirit gave an impetus and focus to the organization that sustained it until the war years.

World War II saw the confiscation or destruction of all records, minutes, and membership lists. The early history of AFTJ had to be recreated from memories and the notes of such men as Sir Vere Redman, Dr. Shinzinger, and Dr. Rusch.

AFTJ went through some 15 dormant years until 1954, when it was reorganized through the efforts of Dr. Shinzinger, Sir Vere Redman, John Mills, and Vernon Brown. Thus, its fiftieth anniversary was also the twenty-fifth anniversary of its reorganization. Dr. Shinzinger became its first "restoration" president, and Vernon Brown its secretary. From 1956 to 1959, AFTJ had branches in both Kanto and Kansai with annual meetings in Tokyo and Kyoto. However, since 1959, AFTJ has been active only in the Kanto area.

AFTJ meetings are traditionally dinner meetings with guest speakers or panels, and the list of speakers over the years looks like a who's who of educators, ambassadors, authors, and old Japan hands. While AFTJ's membership has largely consisted of college and university professors and teachers, in recent years membership has come to include teachers in international schools, commercial schools, and company programs. Membership is currently a little less than 100, and is largely Kanto-based with a few members in such centers as Kobe Niigata, Fukushima, and Tottori.

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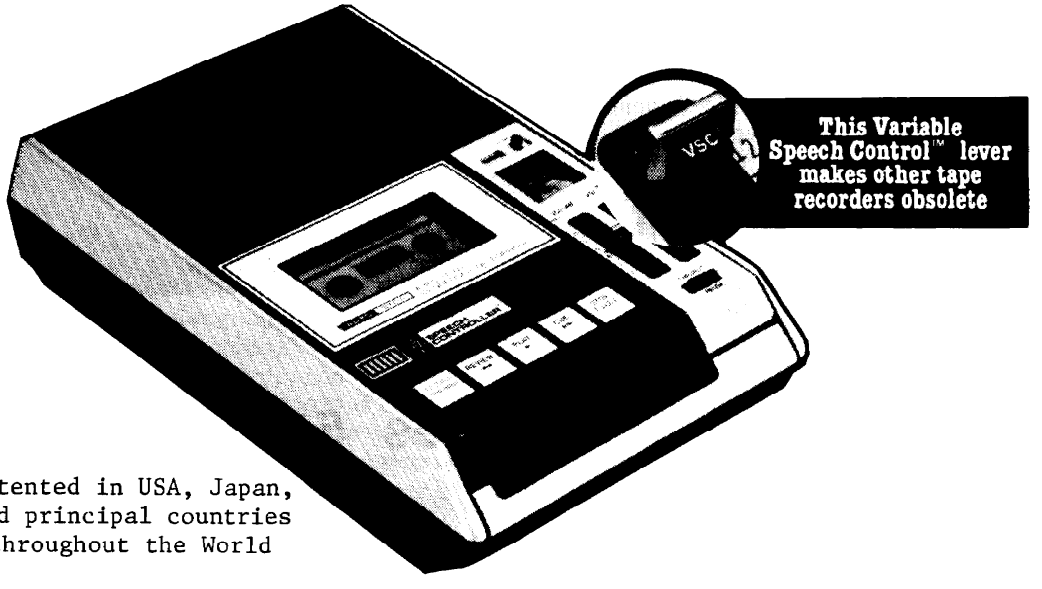

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re·port

Exodus from Iran

Mark Mullbock

What happens to EFL teachers who suddenly find themselves out of work due to political upheavals in another country? It seems they go looking for jobs elsewhere. Nothing surprising about that, you might say. But if the situation at the 1979 TESOL convention held late last month in Boston is any indication, Japan can expect a large influx of TEFL "refugees" from Iran in the near future. As one "refugee" already in country said, "The floodgates are open. "

There were hundreds of foreign EFL teachers in Iran as of last year when the Shah's regime began to crumble. One program alone, run by Telemedia, Inc. for the Imperial Iranian Army, had three hundred staff members at its peak last year. Now there are no more than five foreign former Telemedia employees still in Iran.

Dave Hough, Director of Courses for Nippon Electric Company's English Language Center and a former Telemedia employee in Iran, estimates that there were 70 people from Telemedia alone looking for jobs at the convention in addition to a large number of people from other defunct programs in Iran. "I put up no notice that NEC was interviewing," Hough said, "but word got out and I was getting phone calls at 3:00 a.m. in my hotel room from people wanting interviews. I interviewed 40 people while I was there."

When asked what effect this influx of teachers from Iran might have on the teaching of English in Japan, Hough replied, "Probably the most important question to ask is whether or not this influx is going to have any impact on the quality of teaching in Japan. There are some top level people out there, people with M.A. 's and Ph.D.'s in TESOL and Linguistics, people with five and ten years' overseas experience in teaching, curriculum development, methodology and administration. If they start coming, they're going to be looking for responsible positions which are professionally rewarding. Yet there are relatively few schools here with really creative and challenging programs. And there is no way that these schools will be able to absorb all those who want to come. For the remainder then, if they do wind up here teaching in some of the less reputable schools and business English centers, there is the very real possibility of seeing the standards of EFL instruction upgraded."

George Pifer, Co-Chairman of the Curriculum Development Committee of the Japanese American Conversation Institute (Nichibei), also attended the Boston conference. He says, "I met some highly qualified people, people with degrees in TESOL and great experience. But some of these people were making $25,000 a year or more in Iran. They were shocked to find that if they were lucky enough to get a job in the States they would be starting at $700 or $800 a month. So they sought some of us out. They were expecting, if not the same salary, at least round-trip air fare to Japan and a contract before they came. They were surprised when I told them, "If you want a job in Japan, it's best to go there and have an interview."

Two "refugees" from Iran are already in Japan looking for work. Fred Allen and Irma Woodward, formerly of Pahlavi University in Shiraz, got at least a month's jump on their colleagues, having left Iran late last year. "Everybody else just didn't think it was that bad," Fred said. "They told us 'Don't leave; the Shah will never fall. '" A mutual friend of ours had

been evacuated from Laos in 1975 and began teaching at Pahlavi in September, 1976. Irma and Fred quoted him as saying, "This just can't happen again! " Fred and Irma, obviously, disagreed.

When asked why they left Iran, Irma replied, "It was getting to be a real hassle to live there. Kerosene (for heat) was non-existant. Capsule gas (for cooking) was almost impossible to get. There were rumors everyday that the city gas was going to be shut off.... .The post office was on strike and the university was completetely closed. We were locked out of the university." As Fred said, "There was just no need for our services.. ... I had been there for 3 1/2 years and thought that was enough?

Shiraz had been isolated from most of the major violence while Fred and Irma were there. Irma says, "we always assumed that we'd have an escape route, and then Iran Air would be on strike, or suddenly there would be no flights from Shiraz to Dubai. There weren't any regularly scheduled flights south for about three weeks. Then they announced that there'd be no flights except to Tehran, and we didn't want to go to Tehran . . . ..There were rumors of hundreds of foreigners sitting in the airport in Tehran trying to get out." So they left by bus and plane via Isfahan, Yazd and Zahedan which is on the Pakistani border.

When asked why he chose to come to Japan in particular, Fred, who has a Masters Degree in TESOL from Colorado State University, answered, "I went to school with a Japanese guy, several Persian guys and a bunch of Latin Americans and liked them all. (When job-hunting) I sent letters of application to these three areas. The University in Shiraz finally sent me a contract, so I ended up going there. But I always knew I wanted to come to Japan sooner or later." Irma was in Barcelona where she worked at the American Institute before going to Iran.

Both Irma and Fred were surprised at the teaching conditions at a number of the schools they visited here. Long hours, large numbers of students in a class, and minimal concern for methodology, curriculum and preparation time were particular points of dissatisfaction, as were the relatively low salaries offered.

There can be no doubt that there are a lot of highly qualified people who want to come to Japan. "Still ," as Dave Hough says, "I'm not at all sure that Japan is ready to accept them. One reason that more professionals haven't come in the past is the 'any white native speaker will do' mentality on the part of many language school managers, and even students. All too often this results in the local hiring of instructors with no experience or qualifications. Overseas recruitment is still minimal. Job applicants are usually expected to come to Japan at their own expense in order to find work. Professionals are naturally reluctant to do this. I know I wouldn't have come under such conditions. Furthermore, those coming out of Iran generally expect compensation and benefits similar to those they had over there: transportation and shipping to-and-from Japan, a housing allowance and expenses for dependent education. However, with the crunch in the job market right now, and the fact that there are literally hundreds of unemployed instructors out of Iran, I think you're going to see more professionals than ever before getting on planes bound for Japan. I only hope that we can accommodate them. We really need to."

If you will be moving or leaving the country, please notify Doug Tomlinson or one of your local officers as soon as possible. ,We can arrange for your newsletters to follow you abroad at a minimal cost. Doug's address: 1-4-23-401 Higashi, Shibuya-ku, Tokyo 150. Home phone: (03) 400-5994.

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The Teaching of English in Japan

Edited by Ikuo Koike, Masao Matsuyama, Yasuo Igarashi, Koji Suzuki. Eichosha, 1978. 917 + xiii pp.

Dan Douglas
Visiting Lecturer, Hiroshima University

This book is a collection of articles published as a *Festschrift* in honor of Professor Yoshio Ogawa, Emeritus Professor at Tokyo University of Foreign Studies. As such, it is the biggest *Festschrift* I have ever seen, containing some 82 articles by 85 contributors. It has been attractively printed and bound and represents a stupendous amount of work. Its publishers and editors are to be congratulated. (At Y15,000, though, it is more suited for library than for personal bookshelves .)

Apart from honoring Professor Ogawa, the stated purposes of the publication are to help explain to language teachers abroad Japanese innovations in English teaching (hence the unusual step of publishing in English) and to give a perspective on TEFL in Japan today. As regards the first of these purposes, it may be that a more discerning reader of the volume would uncover more innovations than I have, but I found few. The tone of most of the articles is one of 'should' rather than 'did,' and many of them discuss problems rather than solutions. The book does give a perspective on TEFL in Japan - at least from one vantage point - the 'Ivory Tower.' All but a handful of the contributors are connected with universities or colleges rather than high schools or commercial language schools.

The publication is in three main parts. The first and longest is an overview and analysis of TEFL in Japan, and covers problems in TEFL, its history in Japan, TEFL at various educational levels, methodology, materials, testing, technology, theoretical linguistics, applied linguistics, and culture. Part Two is a collection of eight papers by prominent scholars from abroad : Pike, Cimson, Thomas, Lester, Crymes, Hunt, Lehman and Jakobovits and Gordon. One can see little reason for having included these papers, since only two (Crymes' and Hunt's) even mention Japan in any substantive way, and only one (Jakobovits and Gordon) seems to have been written especially for this publication. Part Three is a series of papers of a more philosophical bent, ruminations on TEFL and Japan.

As might be expected in such a large publication, there is a lot of chaff among the grain and no attempt will be made to sort it out here, except to say that there is probably something for almost everybody, and a few things for almost nobody. The majority of the articles (except those in Part Two) are new, though few represent any original research. Research-based articles include those by Nogami (TEFL for elementary students), Oura and Tada (attitudes in adult learners), Yoshida (nouns used in textbooks), Ohtomo (proficiency testing), Ike (entrance exams), Kakehi (sentence combining), and Ando (reading testing) . On the whole, the more interesting articles are those in which the authors try to interpret TEFL in Japan in light of their own experience (and many of the authors have had a great deal of experience). For example, in the opening article, "Past, Present and Future," Koike outlines seven needs in the TEFL field in Japan: 1) a consistent, comprehensive policy of English instruction (he sees English as a primary tool for inter-

national communication) ; 23 teacher training improvement (mainly through study in the U.S. or Britain); 3) changes in the status of foreign teachers in Japan; 4) in-service training; 5) more language labs; 6) the relaxation of regulations on the course of study by the Ministry of Education (allowing teachers to respond to the needs and conditions of their classes and locales); and 7) a research institute for language and culture. In an interesting article giving the view of an outsider looking in, the author (deceptively named Imamura), director of the English Language Center at Michigan State University, cites four observations in "Criticism of TEFL in Japan": 1) the entrance exam system may be being used as an excuse to cover for poor teaching; 2) it is a myth that Japanese students can read and write English but not speak or understand it - they can't do any of these; 3) most students are poorly motivated (except for curiosity at the initial stages) and many hate English; and 4) there is a need to re-examine the significance of language and language teaching in Japan.

The largest section in Part One, that on methodology, contains 14 articles, including one on the grammar-translation method, two on the oral method, two on the audio-lingual approach and others on recognition, production, grammar and motivation. There are two very useful articles on phonology: one by Abe, "English /l/ and /r/ and Japanese /r/," and one by Igarashi on "Basic Phonological Problems Confronting the Japanese Speaker of English." In the introductory article in this section, Ito presents "A Study on the Methods Suited for the Japanese? He discusses several teaching methods, including short mentions of CLL and The Silent Way, and proposes four principles for a new method for teaching English in Japan: 1) the method should be 'meaning centered;' 2) it should emphasize receptive skills; 3) it should involve the simultaneous presentation of all four skills; and 4) the material should be *dynamic-situational' (i.e., the material should be presented as realistically as possible).

In an interesting theoretical article on "TEFL Materials: Requirements in Japan," Kakita makes the point that It..... expecting the students to make practical use of (structurally-based) material is unrealistic,1) if the goal is that of production in actual situations. Noting that it "may be inevitable" that the average teacher in Japan teach structure, Kakita cautions that even a "highly serviceable" structural pattern is not representative of a situation, and that teachers must not "limit themselves too closely to the material they find in the text."

The section on TEFL and Culture contains some very interesting papers, including "The Ultimate Destiny of Language Teaching in Japan," by Harasawa. He discusses what he calls the 'eternal dichotomy' of English in Japan: 'English statics,' which are characteristics permitting translation, and 'English dynamics, which is the communication aspect of English which translation into Japanese interferes with 'viciously.' He gives it as his opinion that "..... as far as English is concerned, the Meiji or even earlier era has not yet come to an end, nor is English fully recognized as a living, much less an international auxiliary, language? As for the "ultimate destiny," Harasawa quotes Huxley to the effect that a dog with plenty of fleas at least won't become comatose, and then enumerates some of the 'fleas' of English: phonology, word order, prepositions and articles, usage and style, which will force the Japanese to live on both sides of the dichotomy at the same time. Perhaps the two most useful articles on linguistics (theoretical and applied) are those by Horiuchi, "Error Analysis and Common Errors in English," and Kanaguchi, "Mistakes Commonly Made by Japanese." Both authors give numerous examples.

The final part of the book, Part Three, is a collection of thought-provoking ideas on TEFL in Japan, led off by a very nice paper by Takahashi, "Facility, Faculty and Fallacy." Under the head of 'facility,' he discusses such 'aids to education' as TV, Xerox, and translations, and warns that these tend to 'vitiate our faculties' and ought to be used cautiously. Speaking of 'faculty, he discusses various qualities of professionalism in English teaching, and concludes with a discussion of 'fallibility,' where he makes the rather alarming proposal that teachers are human and can make mistakes! Also in this section, don't miss Suga's "Mumble and Grumble of a Cur," a classic bit of tongue-in-cheek chiding of those 'handsome breeds' such as 'pointers and greyhounds' by a veteran teacher.

This short review has not done justice to such a huge publication, either in praise or in criticism. Many excellent articles have not been mentioned here, and some that have been mentioned will be found wanting by other readers The publication, however, deserves attention. Despite the fact that it could have been halved in quantity without sacrificing much in quality, it is still the best introduction in English to TEFL in Japan we are likely to see for some time. Have a look.

po·si·tions

(Hakodate) Hakodate University Girls' Senior High School is looking for a woman with a college degree in humanities to teach English to classes of 45-50 students, starting in early April. The salary will be about Y2.4 million per year, including bonus. Relocation assistance and housing are possible. For further information, call Professor Takatsuki at 0138-59-1380 (home) or 0138-55-1181 (school) ; or Kathleen Arnold at 0138-55-1669 (home).

(Tokyo) The Tokyo YWCA College needs a part-time English instructor for the academic year starting in April. Classes are small (15-25 students) and run for 45 minutes. Applicants with a B.A. or M.A. in Education or English and some experience are preferred. For details, contact Ms. Shizuko Yaguchi or Ms. Kyoko Hoki at 03-293-5421.

(Tokyo) Qualified individuals interested in part-time positions at certain universities in the Kanto area are invited to send a postcard with name, address, and phone number to: J.A. McKenzie, l-5-15, Horifune, Kita-ku, Tokyo 114.

JALT NEWSLETTER

David Bycina, Editor
Nancy Nakanishi, Associate Editor Sanae Matsumoto, Secretary

The *JALT Newsletter* is the monthly newsletter of the Japan Association of Language Teachers.

Contributions, especially reviews of meetings, book reviews, and letters to the editor, are welcome. For original articles, you may wish to contact the editor first. We reserve the right to make editorial changes in the manuscripts. THE DEADLINE FOR CONTRIBUTIONS IS THE 15TH OF THE PRECEDING MONTH. Send manuscripts to David Bycina, c/o Mobil Sekiyu, Central P.O. Box 862, Tokyo 100-91, tel. (03) 363-2588 . . ..Nonmember subscription rate: Y2,500.

The Silent Way

Does It Work With Advanced Students?

Thomas Pendergast

The Silent Way

Whenever I give a seminar on the Silent Way, the first thing I do is to ask the students to give me their impressions of what "the Silent Way" is. The same quesion is asked at the end of the seminar. The difference between the first answer and the second and among the first answers of different participants tells me that it is dangerous to say anything about "the Silent Way" without knowing who your listener or reader is.

Does It Work?

"It" doesn't do anything. The students have to "work" and the Silent Way gives them plenty to "work on." In the hands of a skilled and sensitive user, with students who have learned to guide themselves with awareness, the Silent Way offers great efficiency and effectiveness.

Advanced Students

What is an advanced student"? In the best case it is someone who has the sounds and rhythm of the language in his flesh, k;ows the order in which words come and knows a reasonable number of those words, say, a few thousand. More, the true "advanced" student knows what is important, he knows how to learn more and he doesn't really need a teacher any longer.

In many cases in Japan, however, the "advanced student" is often one who has somehow been passed along through a number of classes, without ever having learned anything very much except the dictionary meaning of quite a large number of words. He or she has little sense of awareness of what the language is all about and is happy after a class only if there were a few new words or idioms which he/she was able to jot down.

The Silent Way and Language

Dr. Caleb Gattegno, creator of the Silent Way, often begins his seminars with the question: "What is Language?" To make a long story short, seminar participants usually come to the conclusion that language is sounds arranged in a certain way, in a flow which is sometimes light, sometimes heavy, sometimes rapid and sometimes slow. This is the first and inescapable fact of language. Application of meaning to those sounds comes later. But there is something which comes yet earlier. And that is somatic awareness, knowing how, in this case, to use your vocal apparatus, how to apply energy to the flow of sound. This is the first and basic aspect of language, the foundation on which all else must be built. And yet it is precisely this which is most commonly lacking in so-called advanced students, many of whom have a very rudimentary range of vowel sounds, no concept of intonation or rhythm and not much more of stress.

Surrender

New Silent Way teachers sometimes feel that it is necessary to explain to their students what they are trying to do. And why.

It may indeed be desirable to say something to "unblock" the students at this point. But not too much. I usually say something like. "Just think of this as a game. And surrender, give in to the game. Above all, trust me."

One of the advantages of being a Silent Way teacher is that this approach to teaching doesn't keep you very busy "teaching," since the main job is to be with your students in their "learning." One of the first things that the new Silent Way teacher learns from his observations is that few of the students who are experiencing trouble are finding difficulty with the material (the language,or the way it is presented) of the study. What they are having trouble with is themselves. They have not yet learned to be free and to be with the task at hand all of the time.

It is the teacher's great responsibility, then, to make them come to terms with themselves,to "unblock" themselves from their fears and preconceptions and to find the "child" in themselves, the child who was once such an efficient learner. This is why we can say that, in the Silent Way, our most important task is to help the student to help himself gain awareness, not to"teach" the language. It may seem difficult at first, but when the student does "unblock" himself, the learning is exponential, explosive.

The Scope of the Silent Way

The Silent Way is a complete system for taking a student who knows nothing about the language to a point where he can continue on his/her own. We don't believe that one has to spend years and years learning a foreign language at school. 100 hours of Silent Way is a good beginning. 250 hours and you should never have to study the language at school again, since you will be able to do things (i.e.,use the language in reading, writing, listening and speaking) by yourself. 250 hours, by the way, is about the actual amount of time spent in the English classroom in three years of Junior High School.

Japanese as a Second Language

In Japan, it is hard to find a group of English students who are "virgin" learners of the language,who have no preconceivednotions about English.

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(Reprinted from *The Student Times*, February 2, 1979, pp. 12-13.)

Kanto's Second Anniversary

Teaching English in Public Schools

Sherman Lew

KALT marked its second anniversary on Sunday, February 25 by sponsoring a special program on English teaching in Japan's junior and senior high schools The all-day conference featured a panel of junior high school teachers in the morning ; a second panel, this one of senior high school instructors, and a presentation by Dr. Linju Ogasawara of the Education Ministry (Mombusho) made up the afternoon session. After each presentation the audience had a chance to raise questions from the floor. The stated purpose of all this was "to examine current trends in teaching in the public schools and to explore ways in which the language teaching community as a whole can assist in the improvement of public school education,"

The Junior High School Panel

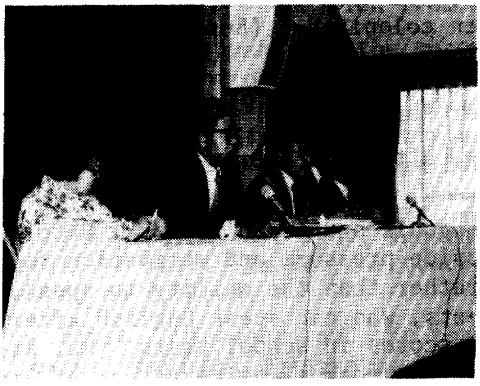
Serving as the moderator, Peter Shigehiko Iizuka, Director of the Center for Research in Language Teaching in Numazu, Shizuoka-ken, introduced the four panelists, who then spoke in turn about their schools, students, textbooks, teaching techniques, and various problems associated with each of the above.

Leading off was Terunobu Nagao who is presently teaching ninth graders in the junior-senior high school attached to Tokyo University. Students there, "unlike other elite schools ," are chosen by a lottery system so "there are many kinds of students." Mr. Nagao said that he does not give too much homework because junior high students carry a heavy load of nine subjects. He does, however, give many tests, a short quiz every hour in fact But, even after three years, he maint ained, "the students all like English." If the level of his students is low, he half-jokingly added, it is "because of the teacher. "

Setsuko Sato teaches at Ikuta Middle School in Kawasaki, a short ride from Shinjuku on the Odakyu Line. As a result of the suburban population explosion, she has classes of 45-47 students, although she believes, "the maximum is 25, to learn a language." She is concerned about the year-by-year reduction of class hours, pointing out that while the scheduled time is 45 minutes of English 3-5 times a week, the actual teaching time is about two hours a week because of things like extracurricular activities. The textbook she finds a "bit dull." So, she has her students make up their own sentences; she plays games and uses *kami-shibai* or drama which often allows "poor students" to come into their own.

Tomoko Kinoshita teaches at a mission school, Tokyo San Iku Grammar School. There the students start English from elementary school and have "a good attitude" toward learning it, even though there are 50 of them in a class, meeting five times a week. Teaching in a private school system, the teachers are free from the influence of local boards of education *(kyoiku-Cinkai)* and the Mombusho. Although subject to the general "guidance of the Education Department of the Mission," they are able to pick their texts. Ms. Kinoshita once used the *Total* series but has now changed to the *New Prince Readers*.

At Yokohama-shiritsu Nakagawa Middle School, where Takehisa Okouchi teaches, there are 18 teachers (including one foreigner) for about 450 students of English. The teachers there would seem to be overworked. Besides giving lessons, Mr. Okouchi, in one typical week, had to attend a PTA meeting, a teachers' meeting, a committee meeting, and a union workshop. He also checked 500 quizzes, cleaned the classroom and hallway with his students, and spent one afternoon, from 4-6 p.m., arranging materials for a class. Despite this all, he expressed regrets that he has no time to write his own materials.



The Senior High School Panel

Dr. Mitsuo Hashimoto, Director of the Institute of Foreign Language Education Research and Development, opened the afternoon session by noting that, with the new Joint College Entrance Exam system *(kyootsu-ichiji)* and the new Course of Study *(shido yoryo)* to take effect in 1982, English teaching could be said to be in a period of transition. Perhaps with this point in mind, the panelists took up such problems as student motivation, teacher training, and the place of English in school and society.

Toshikazu Momoyama, who came all the way from Nagoya Tempaku H.S., said that students there were "hopelessly poor in speaking" English. Although he tries to remedy deficiencies in speaking and hearing in the first year, student: in their second and third year who are preparing for college entrance are "not interested" in the spoken language. Mr. Momoyama termed the system of teaching English grammar in Japanese *"kanbun*-style English." *(Kanbun* is the study of Chinese literature through Japanese .) Dr. Hashimoto later commented that most high school teachers use this grammar-translation method, working through the text sentence by sentence.

Yonezo Ida of Shakujii H.S. in Nerima Ward, Tokyo, remarked that most teachers translated passages from English readers into Japanese because "students are not satisfied with paraphrasing." For his own part, Mr. Ida, who has over 30 years experience, said that he uses the question and answer method in his classes, asking students about the contents of the text after first introducing it through choral reading. He also mentioned that with the help of CWAJ (the College Women's Association of Japan) his school holds a three day summer seminar every year.

The youngest panelist and one of the few woman teachers in senior high school, Kiyoko Shibuya, started her career last April at Musashino Joshi Gakuin, a school for girls run by the Jodo Shinshu Sect of Buddhism, She found that her students had "no motivation;'! seniors take English for graduation credit only. There was also a problem of placement, "Even the top students are not ready for their level." Moreover, she estimates that "half the students don't prepare at home." Colleagues seem to provide little help or counsel. When she asked some older teachers at her school for permission to observe how they cope with their classes, they refused.

"I don't use English in my classroom," Izumi Tamura of Komaba H.S. declared. Warning the audience that he was going to overstate his position, Mr. Tamura went on to say that, in class, "a teacher improves his speaking ability at the expense of the students? In Japan, "there is no motivation even on the part of the teacher to be a good speaker of English. Only exceptional people become fluent speakers ." English, he pointed out, is simply not necessary on a nation-wide scale. "We do not need to use English to communicate among ourselves. We have never been colonized. (Besides) we should preserve our Japanese-ness," he said.

The Question and Answer Periods

Questions from the floor to both panels, although numerous, centered on several large topics:

1) The influence of the exam system on goals and teaching. Ms. Sato said that the senior high entrance exams provide pressure and motivation to study, but that grammatical perfectionism, rather than the ability to speak, becomes the goal. Interestingly, some students, who can speak English after a time in America, are never able to get top scores in school tests. Ms. Kinoshita wished that teachers "could emphasize the communicative aspect of English? Mr. Momoyama, too, believed that an oral approach was desirable, but that it would require a revision of the examination system." Mr. Ida asserted that the Mombusho could add a hearing test to the *kyootsu-ichiji* and that, "if they do it, Tokyo (and other conservative boards of education) will follow."

2) The role of the Mombusho and local boards of education. Mr. Iizuka doubted whether the Education Ministry was seriously interested in having students learn to speak English. After ten years of teaching in the public high schools, he quit to teach kindergarten. "Don't stick to the classroom, the formal education system," he advised. Mr. Nagao explained that the Mombusho's Course of Study designates vocabulary, sentence patterns, expressions, and so on. Mr. Tamura pointed out that these requirements dictate textbook content, which, in turn, determines the teaching method. Local boards of education also came in for criticism. Ms. Sato mentioned that she has been studying twice a week at ILC (International Language Center) for five years, at her own expense, When at last she had a chance to study in England, her school board wouldn't allow her to go. "They should send young teachers," she protested.

3) The need for teacher re-training. Mr. Nagao confessed that he himself is "not confident" of his communicative competence. Mr. Okouchi said flatly, "Change the old, middle-aged teachers like myself? And even Mr. Tamura, despite his views on the use of English in the classroom, strongly believes that a teacher must be a good speaker of the language that he is teaching.

4) The Juku (preparatory schools) : Do they make a difference? Mr. Iizuka said that the joint college entrance exam was "beyond the power of the ordinary student ." Partly, this is due to the conditions of high school teaching. For one thing, the pace of teaching is very slow in public schools, he said, "one page in 50 minutes ." Ms. Sato concurred that students are often forced to go to juku to make up for their school's shortcomings.

5) Foreign teachers in secondary schools. Mr. Okouchi said that among junior high students the motivation to speak is "very strong;" they want to meet native speakers. However, there are few foreign teachers involved in junior/senior high school teaching. At Ms. Kinoshita's school, for example, there is only one foreign teacher. Besides teaching conversation classes, she helps out in activities such as the school speech contest. There seems to be some resistance to using foreign instructors, however. Mr. Nagao, in responding to an inquiry about the difficulty of placing a group of British

teachers in public schools last year, attributed the problem to school principals. But, teachers, for various reasons, are also reluctant to deal with long-term foreign instructors. Mr. Iizuka, whose own school has three native speakers, said that schools generally welcome foreign teachers for "one hour a year, but all year, no!"

The View from the Education Ministry

The final speaker of the second anniversary program, Dr. Linju Ogasawara, hardly needed introducing to JALT members for he was featured in the interview in the February issue of this newsletter. Dr. Ogasawara, English language textbook advisor at the Ministry of Education, spoke very briefly on the topic, "The Future of English Language Education in Japan." He concluded, "It is easily predicted (that) it will remain the same."

The problems are many, and they are deeply rooted, some in the culture itself, he said. In all, he touched upon 19 points, that may be broadly grouped as follows .

First: "teachers and the teaching profession ." Teachers gear themselves *to* exams, said Dr. Ogasawara. They emphasize the manipulation of language and grammar, but not content or speaking ability. "They like to teach difficult things ." Despite this academic orientation, they are often ill-trained and sometimes even inept. Dr. Ogasawara alleged that, "Inferior boys go to teachers colleges ." Echoing G.B. Shaw, he suggested that the truly capable do not choose the teaching profession. Those who do encounter the "poor, gut courses" of the education curriculum. At the end, they often get only 6-8 hours of practice teaching.

Dr. Ogasawara mentioned that each prefectural board of education has its own center for in-service training, but that teachers who really need further training don't enrol. He personally would "get rid of exams" to liberate teaching. However, he believes that, even if this were done, high school teachers would remain basically the same.

Second: "the Mombusho." "We're not so powerful," he claimed. "We don ' t control all individual schools The schools of national universities and colleges are not, for example, under Mombusho jurisdiction. Exams would be very much better, he contended, if the Mombusho had its way. If anything, said Dr. Ogasawara, the Mombusho is "too liberal at times."

With regard to the numerous complaints about officially approved textbooks, Dr. Ogasawara agreed that junior high texts are full of narrative and descriptive passages, which tend toward the melodramatic. They contain very few conversationally useful dialogues. The language used, he went on, is "bookish, " and the students are not taught the situational restrictions on words, nor the levels of register. The fault, he said, lies mainly with the Japanese textbook writers, not with the Ministry's curriculum. Native speakers are quite able to write good material within this established framework. Dr. Ogasawara contended that the Mombusho's guidelines are nothing more than that, just guidelines. Teachers, he said, are free to develop their own courses and their own materials. But school teachers, he joked, "are kind of mentally retarded. They are reluctant to coordinate and integrate their own programs. "

(P.14: Terunobu Nagao, Peter Shigehiko Izuka, Setsuko Sato, Tomoko Kinoshita, Takehisa Okouchi ; P.15: Kiyoko Shibuya, Dr. Mitsuo Hashimoto, Izumi Tamura, Yonezu Ida, Toshikazu Momoyama; Dr. Linju Ogasawara. Photos by Gene Crane.)

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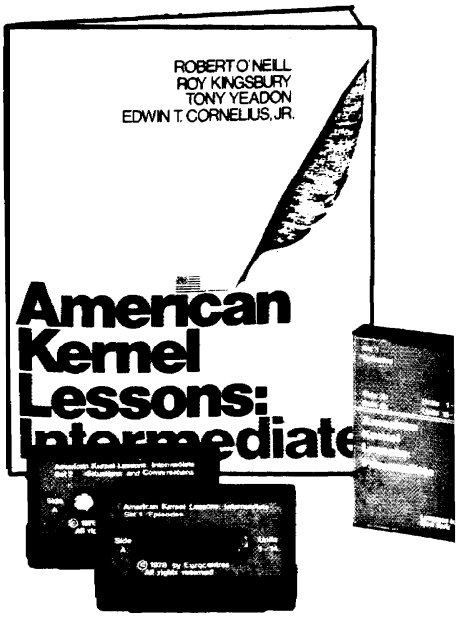

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Syllabuses

Structural, Situational, Notional

Sandy McKay

One major decision that all teachers face is which text to use. In order to make a wise decision,it is important to recognize the assumptions that the materials make about what should be taught in an ESL class. Although the selection of materials has implications for the way they are presented, what is studied and how it is presented are separate components of the classroom. Linguistic structures, for example,can be presented either deductively or inductively, with the teacher as model or facilitator.

First of all, what is a syllabus? Clearly,a syllabus is not the same as a method. Anthony and Norris maintain that a method must include the "selection of those materials, their presentation,and pedagogical implementation to induce learning." In my mind, the first twoconcerns -- the selection of materials and the gradation of those materials -- provide the foundation for a syllabus. A syllabus provides a focus for what should be studied, along with a rationale for how that content should beslected and ordered. Currently, the literature reflects three major types of syllabuses: structural, situational,and notional.

I. STRUCTURAL SYLLABUSES

The primary focus of structural syllabuses is the grammatical structure of the language. Girard in describing the components of a structural lesson maintains that "the modern language lesson must be first of all a lesson in the language,aimed at building up linguistic competence and performance." In view of the focus on linguistic structures,the question of what to include in the syllabus is relatively easy; namely,the full range of grammatical structures in English. The question of how to sequence this content is more difficult to answer. According to Wilkins the standards that are typically applied are: simplicity, regularity, frequency and contrastive difficulty. These criteria, however,may be at odds with one another since a structure with high frequency may not have structural simplicity (eg. polite request forms, "could you tell me?", "do you happen to know?", etc.,while frequently used are not structurally simple).

Structural syllabuses are associated with pattern practices and text translations. There is, however,nothing inherent in a focus on linguistic structures which necessitates this type of classroom presentation. Grammatical structures could be symbolized by charts or objects, with the teacher acting primarily as a facilitator rather than a model. (This, of course, is exactly what occurs in classrooms which use "The Silent Way".)

II. SITUATIONAL SYLLABUSES

Situational syllabuses focus on language as a social medium by recognizing that language use is affected by such things as the participants, the topic and the setting. The basic assumption of situational syllabuses is clearly reflected in Kitchin's comment: "Structures are dead without the situations which engender them." In discussing situational syllabuses, Kitchin maintains that it should be possible to"devise a learning system based on graded structures."

In most situational syllabuses the selection of content is based on a prediction of what situations the students will have to deal with. Selecting

materials on this basis certainly provides the opportunity for highly relevant content. However, as Wilkins points out, the social situation alone does not determine what will be said. An individual at a bank could have a variety of intentions (opening a savings account, registering a complaint, seeking employment, etc.).

In general situational syllabuses do not demonstrate clearly defined criteria for the sequencing of the material. Some syllabuses are ordered on the basis that the learner will encounter the situations (eg. a text for a foreign student might proceed as follows: landing at the airport, finding a place to live, registering at the University, etc.). Other situational syllabuses rely on the structural complexity of the dialogues within the situations for the sequencing of material.

Traditionally the classroom presentation of situational syllabuses involves role playing and dialogues (at times combined with pattern practices). Given the focus on the social dimensions of language, other techniques could be equally effective in promoting the students' awareness of language variation. One technique would be observe language use outside of the classroom and note how it varies according to the participants and setting.

III. NOTIONAL SYLLABUSES

Wilkins maintains that the essence of a notional syllabus is its priority to the semantic content of language. The aim of such syllabuses is to ensure that the students know how to express different types of meanings (eg. disagreements, compliments, disbelief, etc.). Like situational syllabuses, the question of the selection of the content is related to the needs of the learners. Wilkins maintains that the first step in designing the syllabus is to predict what types of meaning the learners will need to communicate. In view of the tremendous number of semantic categories (Wilkins himself lists 339) the problem of selection is a formidable one. The question of selection is further complicated by the fact that a variety of linguistic forms can be used to express the same meaning (eg. asking for permission can be couched in various forms ranging from "Can I use" to "I wonder if I might use"). Wilkins suggests that the selection of which forms to include be based on the stylistic dimension of formality and politeness, the medium (speech or writing) and grammatical simplicity. The syllabus designer needs to predict in which contexts the student will be using the language (spoken or written, formal or informal) and select the forms on that basis.

At present there appears to be little rationale for the sequencing of materials in a notional syllabus. Wilkins recognizes that the designing of a notional syllabus could result in linguistic and thematically disconnected units. He suggests, introducing a story line to ensure thematic continuity, but he considers this technique extrinsic to the idea of a notional syllabus.

The method of presentation for notional syllabuses is still largely undefined. Most existing syllabuses involve role playing, and reading and listening to authentic language materials (newspaper articles, broadcasts, journals, impromptu dialogues, etc.) in order to analyze the various intentions that they contain.

Clearly each syllabus has its strengths and its weaknesses. While each one focuses on an important component of language (grammatical form, situational constraints and semantic uses), each presents unique problems in the selecting and sequencing of materials. The teacher alone, who knows the proficiency and needs of the students, can best decide which syllabus to use when.

(Reprinted from *TESOL Newsletter*, Vol.XII No. 5, November 1978, p.11.)

Mobil Teachers' Workshop

Sometimes A Great Notion

Each year the staff of the Language Section of Mobil Sekiyu K.K. holds a two-day teachers' workshop to promote an exchange of ideas on language teaching and to keep instructors abreast of the latest developments and materials in the field. On March 3/4, 27 teachers from the Tokyo Head Office and six district offices gathered at Mobil's Pegasus House on Izu Peninsula to discuss notional/functional syllabuses. The program, whimsically entitled 'Sometimes a Great Notion,' was conducted by Diana Evans and David Bycina.

In advance of the meeting, all participants were provided with a number of articles describing and commenting on this novel approach to course design. The program began on Saturday with a viewing of David Wilkins' address at LTIJ '78. Wilkins, Director of the Centre for Applied Language Studies at the University of Reading and the author of *Notional Syllabuses* has been particularly active in promoting' a departure from the long-standard, structurally-graded course curriculum.' He and other proponents of the notional/functional approach have advocated a syllabus designed to cultivate flexible, appropriate, and effective communication skills. This approach, which originated in Europe, was initially geared for adult learners who had had some exposure to the grammar of the language but still were not able to utilize what they knew.

To determine the suitability of this approach for their own classes, the Mobil teachers engaged in a series of "experiential" exercises. The first was intended to familiarize attendants with the "ideal" syllabuses devised by the Council of Europe. After examining the Council's lists of notions and functions, the participants were asked to identify the language functions suggested by the Table of Contents of an early notional text, *Say What You Mean* in *English.* To give some idea of this system of categorization, a few of the chapter headings and their probable functional identification are given below:

Unit	*Key Expression*	*Function/Notion*
1	Where Do You Come From?	Seeking factual information/personal
3	Do You Like...?	Inquiring about likes and dislikes
4	What's It Like?	Describing/objects
5	Where is It?	Location
8	May I. .. ?	Asking for permission
10	Let%...!	Suggestion
13	Going to...	Intention or inevitability
16	Have to...	Obligation
18	Mind! Don't! Mustn't!	Warning or prohibition
20	I'm sorry.. .	Apology
25	How long will it take?	Duration

The second exercise involved the classification of sample functional textbooks according to class level. The object was to give the teachers the opportunity to peruse the available materials and, at the same time, to establish criteria for textbook selection. Fifteen books in all, most published during the past year, were circulated among five groups. At the conclusion of the exercise, ratings were compared and the bases for such judgements were discussed.

The final exercise challenged the groups to develop a strategy for teaching a lesson on the function "apologizing." For this purpose, a chapter from the new OUP book, *Breakthrough,* was used. The discussion centered on how to introduce a new function, i.e. whether to resort immediately to the situational dialogues provided in the text or whether to draw as much as possible upon the students' own experiences in the beginning.

Diana Evans concluded the Saturday session with a demonstration of how she would handle the function "suggesting. " Diana, a graduate of the International House program in London, opted for the second of the above-mentioned possibilities. Working with Mobil's Japanese staff, she first drew out suggestions as to what to do at Pegasus House. The patterns for offering suggestions were corrected, practiced, and revised before the text, in this case *Strategies,* was confronted.

Saturday evening was spent socializing around the bar or lounging in the natural hot spring,but on Sunday morning it was back to work again. A round-table discussion addressed the question of student needs. The instructors for the most part concurred that the top priority should be writing in a company that uses English as its official medium for reports and correspondence. For conversation classes, however, many were inclined to argue for the greater utility of the notional/functional approach.

Summer Programs

(Japan) The George Peabody College for Teachers of Nashville, Tennessee has been invited to offer a summer program in Japan for teachers of English. If sufficient interest is expressed, the program of in-service education and degree-related graduate work will be initiated this summer at a residential campus in the Kansai area. The proposed 4-week program would entail at least four different three-semester-hour courses, tailored to the special needs of overseas teachers. Participants would enroll for either one or two of the courses offered. If you would like further information, contact David Buchanan, Canadian Academy, Nagaminedai 2-chome, Nada-ku, Kobe 657; or call 078-882-4762.

(England) The Centre for Applied Language Studies at the University of Reading offers three 3-week courses on "Functional Materials and Communicative Teaching". Each course consists of a basic component plus a choice of two electives. The basic course involves a review of approaches to language teaching; functional syllabus design;communicative methodology; preparing and teaching functional materials;and planning and presenting a lesson. Electives include: syllabus design; testing; A-V aids; ESP; communicative methodology; etc. The terms are as follows: Course A (July 2 - July 20); Course B (July 23 - August 10); Course C (August 13 - August 31). All courses are residential,and the total fee covers tuition, accommodations, and excursions. The fee with accommodation in a residence hall in *L*330; with a family, *L*315. For further information write to the Admissions Secretary, Teacher Training Unit,Centre for Applied Language Studies, Language Resource Centre, The University, Whiteknights, Reading RG6 ZAP, England.

(USA) Brigham Young University in Provo,Utah is sponsoring two 6-week intensive English language courses during the spring and summer semesters for those interested in achieving additional proficiency in the use of English. The spring term runs from May 1 - June 8; the summer term from June 27- August 3. The fee of $390 covers tuition, materials, and activities. Room and board is an additional $250 per term. For further information, write to Gary Bascom,Office of Special Courses and Conferences, 242 HRCB, Brigham Young University, Provo, Utah 84602, USA.

(USA) The Gattegno Institute,a division of Educational Solutions, Inc., offers a program of Advanced Study in the Silent Way. The program is open to all those with some experience in the Silent Way. To qualify for a diploma,each participant must complete 12 units of work. These must include participation in a series of three 2l-hour seminars on language learning (3 units),three independent studies (3 units), supervised observation (1 unit), a three-part, 21-hour series of instruction in a foreign language (3 units), and a 3- to 6-month practicum (1 unit). Following the completion of these 12 units,each participant must submit and defend a thesis, prepared in consultation with the program faculty, During the summer, special concentrated courses are given. The seminar fee is $100.00; the independent study: $50.00; the language courses: $60.00. A $40.00 registration fee is payable on admission to the program. For information, write to The Program of Advanced Study,Gattegno Institute,80 Fifth Avenue, N.Y., N.Y. 10011; or contact Tom Pendergast at 06-443-3810.

(USA) The State University of New York at Albany offers an Intensive English Language Institute for foreign students. The 8-week program runs from June 11 - August 3. The fees are as follows: application ($25.00); instruction ($765.00); room and board ($580.00 for a single; $475.00 for a souble) . For further details, write to Dr. Susan M. Losse, Director, Intensive English English Language Institute, School of Education (Ed 112), State University of New York at Albany, Albany, N.Y. 12222.

(USA) Webster College of St. Louis, Mo. offers a special program designed for foreign teachers of English and students who wish to continue to study at a university in the States. The program involves 20-25 hours of study per week for one or two terms, each term being four months long. Courses in the techniques and methodologies of teaching English, as well as introductions to science, law, and economics, are available. Tuition for both semesters is $4,600, including room and board and materials. For furt her information, write to: English as a Foreign Language Program, Webster College, 470 East Lockwood, St. Louis, Mo. 63119.

(USA) The ELS Language Centers Department of Special Programs announces its Third Annual Seminar for English Teachers. The Seminar will be held from July 22 to August 11, 1979 at the University of California at San Diego, in La Jolla, California. The program is open to instructors of intermediate or advanced abilities in speaking and understanding English. The program will be 3 weeks in length, 4 hours per day, Monday through Friday. Afternoon lectures in Contemporary American Literature will be held twice a week for 2 hours. The following topics will be covered in the Seminar: Trends in ESL Teaching Methodology, Varieties of American English, American Culture, and American Literature. The $700.00 cost includes: tuition, texts, excursions, double occupancy room, 14 meals per week, and insurance. For further details, write to: Barry Andelman, Center for International Education, P.O. Box 512, Boston, Massachusetts, 02146.

(USA) The Japan International Culture Exchange (JICE) and The Bridge International School (BRIDGE) are jointly offering a training program this summer, specifically designed for Japanese Teachers of English as a Foreign Language. It will be for 4 weeks and consists of a 5 day per week academic program (5 hours per day) as well as activities that compliment the cultural aspect of the course. Details of the program and a course schedule are available on request. This is not a sightseeing tour. All participants will be interviewed and selected on the basis of their desire to become better teachers. Instructors for the program are all native speakers with M.A.'s or Ph.D.% in the ESL field. The program fee is Y498,000 and this covers: return airfare (Tokyo/SFO/Denver/LA/Tokyo), 2 nights in San Francisco, 4-week academic course including certificate of participation and course documentation, 4 weeks' room and board in twin-bedded facilities, weekends spent with typical American families, l/2 day sightseeing tour in SF, and 1 night accommodation in Los Angeles. For further information, contact Mr. Stuart Walton (in English) or Mr. Kiyoshi Hishikura (in Japanese) at (03) 499-5161, or write Japan International Cultural Exchange, Aoyama-Marusan Bldg. SF, 2-9-11 Shibuya, Shibuya-ku, Tokyo 150.

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SR® allows instant communication.

How is SR **different from other** methodologies?

Most language methodologies teach analytically. By sequencing structures, the courses lead the student from "easy" structures to more complex ones. *SR®*, however teaches functionally. The student is introduced to real life situations which generate language. By defining the situational context, SR gradually increases the complexity of the vocabulary and structures needed. One of the striking differences between SR and other methods is **that** SR **students are** introduced to a wide variety of structures simultaneously, as in natural speech.

❶ SITUATE

How **does SR®** work?

SR® employs the Response Sequence, consisting **of** units of language that are factually correct or appropriate for an action being performed. In the Initial stage, the teacher establishes the situation and the student is encouraged to respond: first, the teacher models a unit of the response sequence, often playing two distinct persons: "Open your purse. What did you do? I opened my purse." Following the teacher, the entire class says the unit. Then, the teachers asks individuals, chosen at random, to repeat the unit,which leads to an exchange between the teacher and a student:

Teacher: Maria, open your purse. What did you do?

Maria: I opened my purse.

This stage is crucial. The situation will govern the language. If Maria drops her purse, or shuts it instead, the language should reflect these variations.

Finally, the students exchange questions and answers among themselves. The teacher is now in a facilitator role. At the end of this stage, students will be able to comfortably use the language you've taught them.

❷ COMMUNICATE

What will my students like about SR"?

The primary thing students like about SR is that it allows instant communication, which is a kind of instant reward. Let's be honest. Conjugations of verbs, pattern practice, and memorizing vocabulary lists are not effective means of learning to communicate. More importantly, the student may even be de-motivated by these methods. When *SR* is used, however, the student manages **his own learning and** becomes involved in communication -the real point of language learning. He is, in fact, creating **his own "syllabus".**

SR® Orientation in American English

a complete course from 1-6...
real communication **; real learning**

Eugene J. *Hall* and *Sandra Costinett*

The **Orientation in American English** (OAE) series consists of six levels of materials designed to take the English as a **Second Language or** remedial English student **from little** or no competence in English to the threshold of academic fluency.

- **OAE's** practical orientation. **based on** Situational Reinforcement@ (**SR®**) (see pages 10-11), makes it adaptable to ail training situations. academic to industrial training ;
- **The variety of** flexible components in OAE (see below) gives the teacher the opportunity to tailor the materials to **each** individual program and student. OAE components can also be used as complements to other **ESL** materials and methods:
- The relevant and up-to-date subject matter that forms the situational core of **OAE** is revised continually to keep students interested and involved in learning;
- information about modem American life and culture is an integral part of OAE.

Course, Materials and Duration

The complete OAE series consists of six levels, each designed to take **80-100** classroom **hours. The** series is composed of the following components:

SR® Orientation in Business English

readings and response sequences reflecting situational reality in **the** job world ... the increasing role of women and other minorities.

Orientation in ***Business*** *English (OBE)* equips students with the vocabulary and job-related information they will need to prepare for a broad range of clerical, secretarial, and administrative positions in commercial, industrial, school, and government off ices.

- *Orientation in Business English* is completely non-discriminatory and culture-fair in its portrayal of today's occupational world.
- *Orientation in Business English is* used extensively in Europe and Latin America, where there is a considerable need **for** English in business and government.
- Consumer-related material — credit, for instance — is an integral part of *OBE,* as is job-hunting and on-the-job communications.

Course Materials and Duration

The OBE Materials

The materials for a complete OBE course consist of the Teacher's Guide for all three levels; Texts **1, 2, and** 3; and Workbooks **1, 2,** and *3.* Text 1 and Workbook 1 **contain 20 lessons each, and require 120-150 classroom hours** of instruction; Text 2 and Workbook 2 have 15 lessons and also require **120-150** classroom hours; Text *3* **and Workbook 3 consist of 10 lessbns each, and can be** covered in 1 **00-** *120* classroom hours.

American English for International Busi nessmen

For self-study or classroom use, *American English for* ***International*** *Businessmen* has been prepared for students who are or will at some time be engaged in work that brings them into contact with English-speaking businessmen.

Terminology and structures **appfopriate** to business situations — such as ordering, travel arrangements, and investments — are practiced and reinforced in oral and written form. American *English for* ***International*** *Businessmen* contains 12 lessons, and is accompanied by a tape program.

PRICE LIST

*Orientation **in American English (OAE)**
Text, **I-6** **¥1,300 each**
Workbook, I-4 **¥1,100 each**
Tapebook, I-4 ¥ 1,100 each
Audio Cassette 1 (Set of 10) ¥ 23,500
Audio Cassette 2~4 (Set of 5) **¥ 12,000**
Reader, 2-6 **¥1,300 each**
OAE'S Teacher's Manual **¥2,000**

*Advanced **Readings and Conversation:** **¥ 1,300**

***Orientation in Business English**
Text, 1~3 **¥ 1,900 each**
Workbook, 1~3 ¥ 1,300 **each**
Teacher's **Guide (I-3)** **¥ 1,300**

***American English for International Businessmen**
Text, **¥ 2,200**
4udio Cassette **(Set** of 6) **¥ 18,000**

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meet-ings

CHUGOKU

Topic:	Picture Squares: A Technique for the Development of Fluency
Speaker:	Ms. Elena Pehlke
Date :	Sunday, April 29
Time :	10:00-4:00
Place :	Hiroshima YMCA
Fee :	Members Y1000; nonmembers Y2000
Info:	John Maher, 0822-28-2266

Picture squares were developed by teachers at the Language Institute of Japan based upon work done by Alexander Lipson, a professor of Russian at Harvard. The pictures become the focus of attention and a cooperative learning situation develops as students work together to express the ideas and relationships that the pictures represent.

Ms. Pehlke, currently an instructor at LIOJ, received her M.A. in Education from the University of Southern California. She also holds a California State credential for teaching ESL.

KANSAI

Topic :	A Teacher-Training Practicum on Pronunciation
Speaker:	David A. Hough
Date :	Sunday, April 29
Time :	1:00-4:30
Place :	Osaka Gai-Dai
	Get off the subway at Tanimachi 9-chome and walk underground to Kintetsu Department Store, then exit and walk south for five minutes. Gai-Dai is on the right side of the street.
Fee :	Members free; nonmembers Y1000
Info:	Kenji Kitao, 075-431-6146

This two-part presentation is designed first as a training session in pronunciation for beginning teachers, and second as a more advanced-level methodological seminar on teaching pronunciation for the primary purpose of improving aural comprehension.

The first hour will include a contrastive analysis of the sound systems of Japanese and English with particular emphasis paid to the examination of problem areas. The second hour will focus on classroom application of the analysis developed during the first part of the presentation. Discussion will center around the setting of performance goals which separate oral production from aural comprehension.

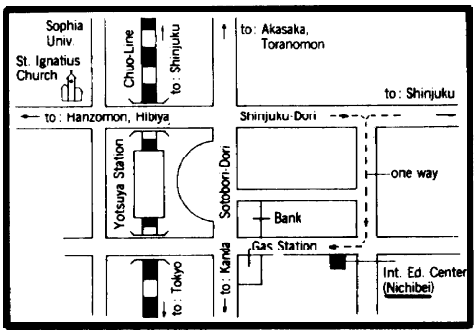
Mr. David Hough is Course Director of the Language Study Center, Nippon Electric Co., Tokyo, and Program Chairperson for JALT. He received his M.A. in linguistics from the University of Oregon and did his post-graduate work in linguistics and TESL at the University of Hawaii and Teachers College, Columbia University. He has approximately six years experience in ESL/EFL instruction, curriculum development, course direction and administration in the U.S., S.E. Asia, Japan and the Middle East.

The following meetings will be held prior to the main meeting:

Silent Way Interest Group (SWIG), 10:00-12:30, Tom Pendergast's apartment
Children's Interest Group, 11:00-12:30, Osaka Gai-Dai
Japanese Interest Group, 10:00-12:00, Osaka Gai-Dai

A party follows the meeting.

KANTO



Topic: Highlights of the 1979 TESOL Convention
Speakers: JALT Participants
Date: Sunday, April 22
Time: 1:00-5:00
Place: Nichibei
Fee: Members free; nonmembers Y1000

JALT members who participated in the recent TESOL conference in Boston will report on various aspects of this year's program, Judging by the last presentation on this topic, the April meeting will provide a good chance to learn about the most recent trends in the ESL/EFL field and, at the same time, pick up some useful suggestions for classroom use.

TOKAI

Topic: Language Education for Cultural Pluralism
Speaker: Professor Nobuyuki Honna, Kinjo Gakuin University
Date: Sunday, April 22
Time: 1:30-4:30
Place: Kinro Kaikan (Tsurumai Station, Nagoya)

Take subway exit #5 and walk south (Tsurumai Park will be on the left, and you will pass Tsurumai Library). Kinro Kaikan is a large building to the left around the first stoplight corner.

Fee: Members free; nonmembers Y500
Info: Andrea Simon, 052-798-1086

Prof. Honna, Associate Professor of English, English Linguistics, and Sociolinguistics at Kinjo Gakuin University, was Associate Fellow at Texas Christian University, 1977-78, where he surveyed bilingualism and bilingual education. He will speak on deaf education in Japan, multidialecticalism in Japan, rural-urban discrepancies among children, Ainu and Korean minorities, and foreign language education in Japan.

ALT Newsletter 第3巻第3号 昭和54年3月1日発行 発行所 〒160 東京都新宿区北新宿2－5－28 リラ・ハウス2階（毎月1日発行） 発行人 ディビッド・バイシーナ